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ABSTRACT

These 21 self-assessment units are intended to accompany the seven teaching manuals in the series "New Approaches to Bilingual, Bicultural Education." The units consist of three self-administered evaluation instruments for each manual. They are designed both as a review and as a means of emphasizing the important concepts found in the teaching manuals. (Author/AM)

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No. 8

NEW APPROACHES TO BILINGUAL, BICULTURAL EDUCATION

FL006958

Self - Assessment Units

DEDICATION

This series of teacher-training materials is dedicated to Dr. George I. Sánchez, pioneer in bilingual, bicultural education.

Self-Assessment Units

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FOREWORD

New Approaches to Bilingual, Bicultural Education is a series of teacher-training materials developed under an E.S.E.A. Title VII grant for the use of bilingual, bicultural projects. The materials propose a new philosophy of education called "cultural democracy" which recognizes the individuality of both teachers and students. By using the documents and videotapes, teachers and teacher associates can carefully study their own classroom techniques and the learning styles of their students. They then can use their new knowledge in ways which will best serve the needs of individual children.

The manuals in this series were edited by Pam Harper, staff editor, DCBBE. Covers and title pages were designed by Sarah Frey, assistant editor, DCBBE. Requests for information concerning the documents in this series should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. Accompanying videotapes are available from Videodetics, 2121 S. Manchester, Anaheim, California 92802.

Juan D. Solís, Director
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INTRODUCTION

These twenty-one "self-assessment units" were commissioned by the U.S. Office of Education in connection with the Bilingual Education Act (E.S.E.A. Title VII).* The self-assessment units (with accompanying videotapes and manuals) are intended for use in bilingual, bicultural programs. It is envisioned that the self-assessment units, videotapes, and manuals will provide useful information about the education of culturally diverse children.

The manuals corresponding to the self-assessment units and videotapes cover a wide range of topics. The three videotapes accompanying each manual review and illustrate subjects presented in the manual. The three self-administered evaluation instruments conclude each unit. The self-assessment units are designed both as a review and as a means of emphasizing important concepts.

Instructions:

Read each question carefully and select the most appropriate answer. Write the letter of your choice in the space provided. Then fold the preceding page along the dotted line to check your answers. Please note that the answer key for each evaluation instrument includes reference to pages in the manual corresponding to the quiz. If you answer the item incorrectly or feel uncertain about your answer, read the suggested pages.

COMPONENTS OF THE SERIES

NEW APPROACHES TO BILINGUAL, BICULTURAL EDUCATION

Teacher-Training Manuals — seven individual documents

1. A New Philosophy of Education
2. Mexican American Values and Culturally Democratic Educational Environments
3. Introduction to Cognitive Styles
4. Field Sensitivity and Field Independence in Children
5. Field Sensitive and Field Independent Teaching Strategies
6. Developing Cognitive Flexibility
7. Concepts and Strategies for Teaching the Mexican American Experience

Self-Assessment Units — one document

Includes three self-administered evaluation instruments for each of the seven manuals described above.

Videotapes

Three videotapes are available for each of the seven manuals described above. Each tape corresponds with a self-assessment unit. Further information regarding videotapes is available from the distributor, Videodetics, 2121 S. Manchester, Anaheim, California 92802.

NOTE

The components of this series may be used either individually or together. Every effort has been made to develop a flexible set of materials so that projects can choose which components are most helpful to them.

This column provides answers for the evaluation instrument on the following page.

Part One

Answer Key and Page References
(see Manual No. 1, A New Philosophy of Education)

1. c
p. 12

2. c
p. 3; pp. 10-11

3. a
p. 3

4. b
p. 8

5. d
p. 10

9/10

A NEW PHILOSOPHY OF EDUCATION

Part One

_____ 1. Before we can formulate educational policies concerning diversity of ethnic groups in the classroom, we must:

a) remember that the ultimate goal is uniformity of values and beliefs among children
b) learn how to speak foreign languages fluently
c) understand the cultural differences and similarities represented in the classroom

_____ 2. The new philosophy being advocated by the authors is entitled:

a) education and urban society
b) the spirit of *La Raza*
c) cultural democracy
d) educational individualism

_____ 3. This philosophy recognizes that children of diverse ethnic groups:

a) have experienced different types of socialization
b) have been thoroughly familiarized with the majority culture
c) are members of disadvantaged groups
d) have adopted the values and customs of the majority culture

_____ 4. To impose unfamiliar language, new attitudes and values on a child is to:

a) introduce him to desirable qualities which bring success
b) ask him to reject his own culture and thus put him in conflict
c) immediately put him at ease with children of other cultures

_____ 5. Cultural democracy means that:

a) everyone will be allowed to vote and select the culture they want represented in the educational system
b) each classroom has the option to choose by popular demand the culture it will study for the year
c) in pursuit of a true democracy, each culture must give up its values and heritage in favor of the majority culture, which is representative of all
d) each child has the right to remain identified with his own culture

This column provides answers for the evaluation instrument on the following page.

Part Two

Answer Key and Page References

(see Manual No. 1, **A New Philosophy of Education**)

1. c
p. 5 (see also p. 6 and p. 8)

2. b
p. 8 (see also p. 6)

3. a
p. 8; p. 11; (see also Manual No. 2)

4. b
p. 11

5. a
p. 8

6. b
p. 12

A NEW PHILOSOPHY OF EDUCATION

Part Two

_____ 1. The philosophy of the melting pot has formed the basis of an educational model which:

a) reflects the socialization practices of all Americans
b) does not reflect the socialization practices of any Americans
c) reflects the socialization practices of only some Americans

_____ 2. American education is culturally undemocratic because:

a) culturally different children are not allowed to vote on issues which affect them
b) the culture and values of some groups are excluded
c) some culturally different children are not allowed to attend school

_____ 3. Differences in socialization styles of cultural groups lead to:

a) differences in learning styles among children
b) misunderstandings between minority groups
c) learning disabilities among culturally different children

_____ 4. According to the philosophy of cultural democracy, a recommended technique for helping a Mexican American child overcome some of the difficulties he faces upon entering school would **not** be:

a) involvement of Mexican American parents in the educational process
b) allowing children to speak only English so they will learn it faster
c) including Mexican and Mexican American history in social studies program
d) speaking Spanish

_____ 5. Cultural democracy recognizes that culturally different children have experienced different types of socialization. That is, each child brings with him to the classroom his own:

a) language, values, and learning style
b) social status
c) curriculum

_____ 6. According to the philosophy of cultural democracy, goals of the school regarding culturally different children would include:

a) each child should learn English immediately so that he or she can understand the lessons
b) the teacher should be fully introduced to the child, his language, heritage, and values, so that teaching can be made consonant with his socialization experiences
c) children should be fully introduced to the school environment so that they can begin immediately to adapt to the school

This column provides answers for the evaluation instrument on the following page.

Part Three

Answer Key and Page References

(see Manual No. 1, A New Philosophy of Education)

1. c
p. 11

2. c
p. 11

3. a
p. 11

4. b
p. 12

5. d
p. 11

A NEW PHILOSOPHY OF EDUCATION

Part Three

_____ 1. Incorporating the language, heritage, values, and learning styles that are familiar to children in the classroom into the educational process with equal status is most important for:

a) enhancing self-esteem in all children
b) promoting ethnic, racial, or religious separatism
c) promoting respect for ethnic, racial, and/or religious differences

_____ 2. If cultural democracy is implemented in American classrooms, minority children will probably:

a) never learn about the values and culture of the larger society, and therefore will fail at most attempts they make in school and work
b) become proud of their own culture and think themselves superior to children of other cultures
c) learn that both the culture of their home and community and the culture of the school and larger society are valuable

_____ 3. Of the goals listed below, the most important for Mexican American children according to the philosophy of cultural democracy would be:

a) they should learn to function effectively in and contribute to both the culture of their homes and communities and to the dominant culture
b) they should learn to speak English correctly
c) they should identify themselves first and foremost with Mexican American culture
d) they should learn to identify themselves primarily with the dominant American culture

_____ 4. It is important for teachers to understand the values of all of the children in their classrooms because:

a) if they know why children misbehave, they can change the behavior more easily
b) if they know a child's values, they can better motivate him to learn
c) if they understand what motivates a child, they can tell his parents how to help change him

_____ 5. Incorporating the languages, heritage, values, and learning styles that are familiar to children in the classroom into the education process with equal status is most important for:

a) non-Anglo children
b) Anglo children
c) the teachers
d) all children

This column provides answers for the evaluation instrument on the following page.

Part One

Answer Key and Page References

(see Manual No. 2, **Mexican American Values and Culturally Democratic Educational Environments**)

(1) b
pp. 4-5

(2) a
p. 3

(3,4) a and c
p. 8

(5,6) b and d
p. 8

(7) b
p. 7

(8) c
p. 9

MEXICAN AMERICAN VALUES AND CULTURALLY DEMOCRATIC EDUCATIONAL ENVIRONMENTS

Part One

Please note that some of the following items have **more** than one correct response.

_____(1) I. A frequent source of conflicts between Mexican American students and the school is the fact that:

a) Mexican American students are too competitive
b) the school is unfamiliar with Mexican American culture and values
c) there are not adequate facilities for teaching

_____(2) II. In current American educational practice, Mexican American culture:

a) is usually ignored, and thereby excluded
b) is inappropriate, and should be excluded
c) is given too much attention

_____(3) III. Traditional Mexican American communities are usually:

a) near the Mexican border
_____(4) b) densely populated
c) ethnically homogeneous (most residents are Mexican American)
d) mountainous

_____(5) IV. Of the following, those which would **not** be considered Mexican American value clusters are:

_____(6) a) identification with Family, Community, and Ethnic Group
b) questioning of Tradition and Authority
c) identification with Mexican Catholic Ideology
d) identification with Protestant Work Ethic

_____(7) V. In attempting to understand Mexican American culture and values, four major value clusters have been identified. In studying Mexican American culture, these clusters are:

a) useful because all Mexican Americans have the same values
b) useful because they represent a core of values which is present to a varying degree in most Mexican American communities
c) not useful

_____(8) VI. Of the following statements, the one **not** considered an aspect of the value cluster "Identification with Family, Community, and Ethnic Group" is:

a) an individual's actions affect the reputation of his family
b) Mexican American families are part of a much larger family
c) Mexican American children are more influenced by their peers than by their families
d) Mexican Americans are united by a strong spiritual bond

This column provides answers for the evaluation instrument on the following page.

Part Two

Answer Key and Page References

(see Manual No. 2, **Mexican American Values and Culturally Democratic Educational Environments**)

1. b
pp. 11, 12

2. c
pp. 12, 13

3. b
pp. 11, 12

4. a
p. 12

5. b
p. 13

MEXICAN AMERICAN VALUES AND CULTURALLY DEMOCRATIC EDUCATIONAL ENVIRONMENTS

Part Two

_____ 1. Sensitivity to needs and feelings of others and commitment to mutual help are emphasized in:

a) all value systems
b) personalization of interpersonal relationships
c) current American educational policy

_____ 2. Two main goals of child socialization in the traditional Mexican American community are:

a) *bien educado* and *aplicado*
b) *respeto* and *decidido*
c) *respeto* and *bien educado*

_____ 3. When a Mexican American child from a traditional community is more than usually quiet, he probably:

a) wants to be left alone
b) expects the teacher to understand why he is being silent
c) didn't do his homework

_____ 4. Relationships between "teachers" and "learners" in traditional Mexican American communities are:

a) close and personal
b) very formal
c) not appropriate for classroom situations

_____ 5. Identification with Mexican Catholic Ideology:

a) reinforces superstitious beliefs
b) reinforces respect for authority and convention
c) is harmful to personality develop

This column provides answers for the evaluation instrument on the following page.

Part Three

Answer Key and Page References

(see Manual No. 2, **Mexican American Values and Culturally Democratic Educational Environments**)

1. b
p. 18

2. c
p. 16

3. a
p. 10; p. 17

4. b
p. 10; p. 17

5. a and c
p. 18

6. b
p. 17

MEXICAN AMERICAN VALUES AND CULTURALLY DEMOCRATIC EDUCATIONAL ENVIRONMENTS

Part Three

Please note: item #5 has **two** correct responses.

_____ 1. To encourage achievement for the family, the teacher should:

a) ask children to read stories about the lives of Mexican heroes
b) make curriculum materials available to parents
c) have parents grade their children's work

_____ 2. To make curriculum more consonant with the learning styles of Mexican American children from a traditional community, the teacher should:

a) use many graphs and charts
b) use teaching machines
c) employ personalization and humanization

_____ 3. Self-esteem in Mexican American children can be enhanced by:

a) encouraging Spanish fluency
b) studying math
c) humanizing the curriculum

_____ 4. To capitalize on the behavioral effects of the spirit of *La Raza*, the teacher should:

a) provide an ESL curriculum
b) implement cross-age teaching between Mexican American children
c) arrange the classroom in such a way that contact between students and teacher is maximized

_____ 5. An ESL program is usually necessary for:

_____ a) children whose families have recently immigrated from Mexico
b) children from atraditional communities
c) children from traditional communities

_____ 6. A classroom arrangement which is most likely to maximize the achievement of Mexican American children from traditional communities is one in which:

a) desks are lined up in rows
b) contact between children and adults is maximized
c) there are no desks or tables

This column provides answers for the evaluation instrument on the following page.

Part One

Answer Key and Page References

(see Manual No. 3, Introduction to Cognitive Styles)

1. c
p. 3

2. a
p. 10

3. b
p. 10

4. a
p. 10; p. 11

5. c
p. 10

6. b
p. 9; p. 10

INTRODUCTION TO COGNITIVE STYLES

Part One

_____ 1. Understanding different socialization practices is important to education because:

a) it is through socialization practices that children learn to play well with other children
b) efforts to compensate for cultural deprivation cannot succeed without such an understanding
c) differences in how children learn can be attributed to how they are socialized

_____ 2. Research has shown that the incentive-motivational style of Anglo American children is predominantly:

a) competitive
b) cooperative
c) a mixture of cooperativeness and competitiveness

_____ 3. Research has shown that the incentive-motivational style of Mexican American children is predominantly:

a) competitive
b) cooperative
c) rivalrous

_____ 4. A study was conducted by Ramírez and Price-Williams that focused on the human relational style of Mexican American children. This study led to the conclusion that Mexican American children prefer a teacher-learner relationship in which the teacher:

a) provides careful guidance
b) does not ask the child direct questions
c) asks the child to do tasks without help

_____ 5. Research by Lesser and his colleagues suggests that:

a) intellectual abilities are inherited
b) socioeconomic status affects patterns of intellectual abilities
c) different cultures foster different patterns of intellectual abilities

_____ 6. Mexican American culture seems to foster an ability to work on tasks that:

a) require competitiveness and have social content
b) deal with the social environment and require cooperative endeavor
c) deal with space relations and must be carried out alone

This column provides answers for the evaluation instrument on the following page.

Part Two

Answer Key and Page References

(see Manual No. 3, Introduction to Cognitive Styles)

1. d
p. 3 ff

2. a
p. 5

3. c
p. 5

4. b
p. 4; also pp. 6-7

5. c
p. 5 and appendix

6. a
p. 5 and appendix

7. a
p. 6 and appendix

INTRODUCTION TO COGNITIVE STYLES

Part Two

_____ 1. The concept used by the authors as a framework for implementing cultural democracy is:

a) human relational style
b) communication style
c) learning style
d) cognitive style

_____ 2. The term **cognitive style** as used by the authors refers to:

a) how a person relates to others, communicates (both verbally and nonverbally) and learns, and what motivates him
b) a teacher's attitude toward cultural democracy
c) a person's conscious mind

_____ 3. Field independence is:

a) typical of most cultural minorities
b) typical of Mexican Americans
c) a kind of cognitive style

_____ 4. Field sensitive persons and field independent persons are distinguished by the way they perceive the organization of the environment. Field sensitive persons usually:

a) see details first
b) get an overall impression first
c) focus attention on parts rather than on wholes

_____ 5. Field sensitive persons do best:

a) in competitive situations
b) on mathematical tasks
c) on verbal tasks

_____ 6. On tasks requiring putting together pieces of a complex puzzle:

a) field independent persons do better than field sensitive persons
b) field sensitive persons do better than field independent persons
c) there is no difference between the performance of field sensitive and field independent persons

_____ 7. Field sensitive persons prefer to:

a) establish close relationships with authority figures
b) maintain formal relationships with authority figures
c) avoid interacting with authority figures

This column provides answers for the evaluation instrument on the following page.

Part Three

Answer Key and Page References

(see Manual No. 3, Introduction to Cognitive Styles)

1. b
p. 11

2. a
p. 11

3. c
pp. 7-8

4. b
p. 6

5. a
p. 11

6. b
p. 10

INTRODUCTION TO COGNITIVE STYLES

Part Three

_____ 1. Most Mexican American children are:

a) field independent
b) field sensitive
c) field cognitive

_____ 2. Field sensitivity is especially prevalent among Mexican Americans who reside in:

a) traditional communities
b) atraditional communities
c) dualistic communities

_____ 3. Exposure to mainstream American culture:

a) tends to develop field sensitivity in children
b) is necessary for development of cognitive style
c) is one of the factors that influence cognitive style in Mexican American children

_____ 4. Most American public school environments:

a) are incompatible with field independence
b) do not promote field sensitive learning
c) are accommodative (neither field sensitive nor field independent)

_____ 5. Research has indicated that children whose parents emphasize respect for authority and strong family ties:

a) tend to be field sensitive
b) tend to be field independent
c) are very competitive

_____ 6. Which of the following statements is most accurate?

a) socioeconomic status shapes cognitive style
b) culture shapes cognitive style
c) cognitive style is inherited genetically

This column provides answers for the evaluation instrument on the following page.

Part One

Answer Key and Page References

(see Manual No. 4, Field Sensitivity and Field Independence in Children)

1. c
pp. 3-4

2. a
p. 5

3. a
p. 4

4. b
pp. 4-5

5. a
p. 5

6. c
p. 6

FIELD SENSITIVITY AND FIELD INDEPENDENCE IN CHILDREN

Part One

_____ 1. The two instruments most frequently used to assess cognitive style are:

a) the Minnesota Multiphasic Personality Inventory and the Strong Vocational Interest Test
b) the Minnesota Multiphasic Personality Inventory and the Child Embedded Figures Test
c) the Portable Rod and Frame Test and the Child Embedded Figures Test

_____ 2. Field independent persons usually:

a) do very well on the Embedded Figures Test
b) do very well on the Minnesota Multiphasic Personality Inventory
c) do very poorly on the Embedded Figures Test

_____ 3. When taking the Embedded Figures Test, a child is told to:

a) find a figure hidden in a complex design
b) find as many vertical lines as possible
c) make up a story about a complex design

_____ 4. Children who usually do best on the Portable Rod and Frame test are:

a) field sensitive
b) field independent
c) neither field sensitive nor field independent

_____ 5. An important criticism of both the Portable Rod and Frame Test and the Child Embedded Figures Test is that:

a) both tests are too difficult
b) neither test provides a measure of field sensitivity
c) both tests favor field sensitive children

_____ 6. The Field Independent and Field Sensitive Child Rating Forms are used to assess:

a) only field sensitivity
b) only field independence
c) both field sensitivity and field independence
d) intelligence

This column provides answers for the evaluation instrument on the following page.

Part Two

Answer Key and Page References

(see Manual No. 4, **Field Sensitivity and Field Independence In Children**)

1. c
p. 7

2. a
pp. 6-7

3. b
p. 7

4. b
pp. 7-8

5. d
p. 7

6. a
pp. 8-9

FIELD SENSITIVITY AND FIELD INDEPENDENCE IN CHILDREN

Part Two

_____ 1. Field sensitive children:

a) prefer to work alone
b) do very well on the Embedded Figures Test
c) seem to learn better when the teacher demonstrates for them

_____ 2. Field sensitive children:

a) seek personal approval from the teacher
b) prefer a formal relationship with the teacher
c) enjoy competitive activities

_____ 3. Field independent children:

a) are antisocial
b) like to work alone
c) like teachers to share personal experiences
d) use the teacher as a model for their own behavior

_____ 4. Field independent children:

a) are not as competitive as field sensitive children
b) enjoy a discovery approach to learning
c) seem to learn better when the teacher demonstrates for them

_____ 5. Field independent children:

a) listen attentively at all times
b) don't like to finish first
c) prefer social or personal rewards
d) don't like to wait for instructions

_____ 6. Field sensitive children prefer curriculum which:

a) has human or personal content
b) contains charts and graphs
c) employs the discovery approach to learning

This column provides answers for the evaluation instrument on the following page.

Part Three

Answer Key and Page References

(see Manual No. 4, **Field Sensitivity and Field Independence in Children**)

1. c
p. 10

2. c
pp. 9-10

3. d
pp. 9-10

4. c
pp. 9-10

5. d
pp. 9-10

FIELD SENSITIVITY AND FIELD INDEPENDENCE IN CHILDREN

Part Three

_____ 1. Bicognitive children are characterized by:

a) mental rigidity
b) specialization
c) mental flexibility
d) conformity

_____ 2. Bicognitive children are:

a) not comfortable at school
b) comfortable only at school
c) comfortable in both field sensitive and field independent settings

_____ 3. Mexican American children who are bicognitive are usually:

a) monolingual Spanish speakers
b) monolingual English speakers
c) tall
d) bilingual

_____ 4. Mexican American children who are bicognitive have usually:

a) lived in Mexico a long time
b) had happy childhoods
c) had considerable experiences with both Mexican American and mainstream American cultures
d) identified with their mothers

_____ 5. Children who are bicognitive are usually very:

a) aggressive
b) passive
c) friendly
d) adaptable
e) neurotic

This column provides answers for the evaluation instrument on the following page.

Part One

Answer Key and Page References

(see Manual No. 5, **Field Sensitive and Field Independent Teaching Strategies**)

1. a
p. 5

2. c
p. 6

3. b
p. 3

4. b
p. 13

5. c
p. 13

6. a
p. 9; pp. 11-12

FIELD SENSITIVE AND FIELD INDEPENDENT TEACHING STRATEGIES

Part One

_____ 1. The prevalence of the field independent teaching strategy in public schools can be traced to education's emphasizing the role of teacher as:

a) information dispenser
b) social critic
c) achievement specialist

_____ 2. Many people cannot resist thinking that one teaching strategy is better than the other. According to the videotape:

a) the field sensitive teaching strategy is better
b) the field independent teaching strategy is better
c) both teaching strategies are equally professional

_____ 3. An important goal for teachers is:

a) perfecting only their preferred or dominant teaching style
b) using both teaching strategies effectively and comfortably
c) replacing their preferred teaching style with the unfamiliar teaching style

_____ 4. The conventional classroom arrangement (with desks lined up in rows) is generally appropriate:

a) primarily for the field sensitive teaching strategy
b) primarily for the field independent teaching strategy
c) for both the field sensitive and field independent teaching strategies

_____ 5. Arranging the classroom into activity areas and interest centers is appropriate for:

a) the field independent teaching strategy
b) the field sensitive teaching strategy
c) both the field independent and field sensitive teaching strategies

_____ 6. Choosing instructional materials carefully is important, because:

a) these materials influence the teaching style of a lesson or activity
b) these materials determine how much children will learn from a lesson
c) teachers have more success with some materials than with others

This column provides answers for the evaluation instrument on the following page.

Part Two

Answer Key and Page References

(see Manual No. 5, **Field Sensitive and Field Independent Teaching Strategies**)

1. c
pp. 6-7

2. a
p. 7

3. c
pp. 6-7

4. a
pp. 6-7; p. 12

5. b
p. 9 (see also p. 7)

6. b
p. 10; p. 12

FIELD SENSITIVE AND FIELD INDEPENDENT TEACHING STRATEGIES

Part Two

_____ 1. The three most important characteristics of the field sensitive "personal behaviors" are:

a) formality, objectivity, and availability
b) formality, detachment, and courtesy
c) closeness, warmth, and supportiveness

_____ 2. The "personal behaviors" of the field sensitive teaching strategy are most easily implemented with:

a) a small group of children seated with a teacher
b) children seated individually in rows of desks
c) children working individually in activity areas

_____ 3. The purpose of an informal, "give and take" atmosphere in field sensitive teaching is to:

a) reduce the threat of failure for field sensitive children
b) make competition less threatening
c) strengthen the personal relationship between teacher and students

_____ 4. **Feelings** are emphasized more in ..... than in .....:

a) field sensitive teaching; field independent teaching
b) field independent teaching; field sensitive teaching
c) inductive teaching; deductive teaching

_____ 5. If a teacher has given enough attention to the "global" aspects of a lesson, the students:

a) understand solutions to problems without having to discover them
b) understand the purpose of the lesson
c) discover solutions to problems without having them identified by the teacher

_____ 6. The field sensitive teaching strategy emphasizes the ..... approach to problem solving, while the field independent teaching strategy emphasizes the ..... approach:

a) inductive; deductive
b) deductive; inductive
c) competitive; cooperative

This column provides answers for the evaluation instrument on the following page.

Part Three

Answer Key and Page References

(see Manual No. 5, **Field Sensitive and Field Independent Teaching Strategies**)

1. a
p. 13

2. c
p. 6; p. 8

3. b
p. 11

4. a
pp. 9-10

5. a
p. 8

6. c
p. 14

FIELD SENSITIVE AND FIELD INDEPENDENT TEACHING STRATEGIES

Part Three

_____ 1. In the field independent teaching strategy, an "open" classroom means that:

a) children work on assigned activities without direct supervision
b) children are free to choose their own activities
c) learning is almost entirely unstructured

_____ 2. In field independent teaching, the teacher assumes the role of:

a) a model
b) a warm, supportive adult
c) an authority figure

_____ 3. Field independent students tend to find humanized instructional materials:

a) exciting and significant
b) distracting and irrelevant
c) confusing

_____ 4. Because field independent students enjoy learning by trial and error, they feel "at home" when the teacher emphasizes:

a) an inductive approach to learning
b) a deductive approach to learning
c) both the inductive and deductive approaches to learning

_____ 5. When using the field independent teaching strategy, the teacher is available to students:

a) after they have attempted to solve a problem on their own
b) who cannot solve a problem after working on it in groups
c) who were not paying attention when the assignment was given

_____ 6. Mastering the field independent teaching strategy is one step in the teacher's helping field sensitive children:

a) substitute one preferred learning style for another
b) understand the shortcomings of the deductive approach to learning
c) become bicognitive

This column provides answers for the evaluation instrument on the following page.

Part One

Answer Key and Page References

(see Manual No. 6, **Developing Cognitive Flexibility**)

1. c
p. 3

2. c
p. 4; p. 9

3. a
p. 5

4. b
p. 6

5. b
p. 6

DEVELOPING COGNITIVE FLEXIBILITY

Part One

_____ 1. The goal of bicognitive teaching is to help children:

a) learn math
b) become more cooperative
c) function effectively in both the field sensitive and field independent cognitive styles

_____ 2. Mexican American children who are bicognitive can:

a) speak English without an accent
b) work more quickly in school
c) participate effectively in both the Mexican American culture and the mainstream American culture

_____ 3. Which of the following is not one of the groups in the cognitive styles experimental classroom conducted by the authors? The

a) cognition group
b) field independent group
c) field sensitive group
d) middle group

_____ 4. When a field sensitive child is first introduced to learning in the field independent cognitive style, he is moved to:

a) the field independent group
b) the middle group
c) a new classroom
d) the Rod and Frame Testing group

_____ 5. The three cognitive styles groups:

a) change in composition as children move from group to group
b) do not necessarily change in composition
c) are used for tracking
d) compete with one another

This column provides answers for the evaluation instrument on the following page.

Part Two

Answer Key and Page References

(see Manual No. 6, **Developing Cognitive Flexibility**)

1. c
p. 5

2. a
p. 5

3. b
p. 6

4. d
p. 5

5. b
p. 5

6. a
p. 8

DEVELOPING COGNITIVE FLEXIBILITY

Part Two

_____ 1. To present field sensitive curriculum, a teacher would use:

a) charts and graphs
b) formulas
c) stories
d) nonsocial rewards

_____ 2. Field sensitive curriculum should be characterized by:

a) humanization and fantasy
b) the discovery approach
c) an emphasis on parts and details
d) an emphasis on music and color

_____ 3. When field independent children are first moved to a field sensitive group, they are:

a) relieved
b) initially apprehensive because competition is not encouraged
c) initially apprehensive because the children are not friendly
d) discouraged

_____ 4. The field independent group:

a) requires guidance
b) is always interested in stories
c) is disliked by the other groups
d) can often work with minimal direction

_____ 5. A classroom arrangement which facilitates learning in field independent children is:

a) one which facilitates contact between teacher and children
b) one which has learning centers where children can work alone
c) conducive to conducting cooperative projects

_____ 6. Teachers who have learned to teach in their unfamiliar cognitive style:

a) usually retain a preference for teaching in their preferred cognitive style
b) gradually develop a preference for their unfamiliar cognitive style
c) do not have a clear preference for teaching in either cognitive style

This column provides answers for the evaluation instrument on the following page.

Part Three

Answer Key and Page References

(see Manual No. 6, **Developing Cognitive Flexibility**)

1. b
p. 6

2. c
p. 6

3. b
p. 5

4. a
p. 6

5. d
p. 3

DEVELOPING COGNITIVE FLEXIBILITY

Part Three

_____ 1. A teaching strategy which would be useful in introducing a Mexican American field sensitive child to functioning in a field independent style is to:

a) make the child work alone all day
b) place the child in mildly competitive situations while offering encouragement in Spanish
c) give the child the Portable Rod and Frame test

_____ 2. A field sensitive child who is introduced to functioning in the field independent cognitive style:

a) is not allowed to speak Spanish
b) becomes very field independent
c) usually retains a preference for functioning in a field sensitive manner

_____ 3. The purpose of the middle group is to give:

a) the teacher a rest
b) each child the opportunity to gradually adjust to an unfamiliar cognitive style
c) the teacher the opportunity to gradually adjust to teaching in an unfamiliar cognitive style

_____ 4. A strategy to help introduce field independent children to field sensitive learning is providing:

a) activities which involve group competition
b) activities which require individual competition
c) an individualized reading program

_____ 5. Bicognitive functioning, or cognitive flexibility is:

a) a compensatory education program
b) possible in the case of adults but not children
c) possible in the case of emotional development but not intellectual development
d) a goal of bilingual, bicultural education

This column provides answers for the evaluation instrument on the following page.

Part One

Answer Key and Page References

(see Manual No. 7, **Teaching the Mexican American Experience**)

1. d
p. 4

2. c
p. 3

3. a
p. 3

4. b
p. 3

5,6. b and c
p. 5

7,8. a and d
pp. 5-6

TEACHING THE MEXICAN AMERICAN EXPERIENCE

Part One

Please note: some of the following items have **more** than one correct response.

_____(1) I. The study of Mexican American heritage should be included in social studies curriculum:

a) if Mexican Americans are in the class
b) because Mexico is a neighbor of the U.S.
c) only for students who request independent study
d) as part of U.S. national heritage
e) only at the high school level

II. From the list below, identify which **Alternative Exploratory Concept** is especially suited to counter each **Traditional Frame of Reference**.

	Traditional Frame of Reference	Alternative Exploratory Concept
_____(2)	U.S. history as an east-to-west phenomenon	a) comparative ethnic experiences
_____(3)	"just like" explanations	b) Chicano diversity
_____(4)	Chicano homogeneity	c) Greater America concept

_____(5) III. Experiences of ethnic, racial, and religious groups in the U.S.:

_____(6)

a) should not be compared since such comparisons are invalid and misleading
b) should be compared analytically in relation to specific topics, such as racial prejudice, flow of immigration, etc.
c) should be examined in terms of how their experiences differ

_____(7) IV. Which of the following questions are useful for studying the diversity which exists in Mexican American culture, values, or experience in the U.S.?

_____(8)

a) What are some differences in experience of different generations of Mexican Americans?
b) Why do Mexican Americans have big families?
c) Why do Mexican Americans "stick together"?
d) What are some differences in the experiences of various Mexican American social classes?

This column provides answers for the evaluation instrument on the following page.

Part Two

Answer Key and Page References

(see Manual No. 7, **Teaching the Mexican American Experience**)

1. b
p. 4

2. a
p. 4

3. c
p. 4

4,5. group as problem
p. 6

6,7. society as problem
p. 6

8,9. siesta is over
pp. 7-8

10. history of activity
p. 7

11. c
pp. 7-8

TEACHING THE MEXICAN AMERICAN EXPERIENCE

Part Two

I. From the list below, identify which **Alternative Exploratory Concept** is especially suited to counter each **Traditional Frame of Reference**.

	Traditional Frame of Reference	Alternative Exploratory Concept
_____(1)	Chicanos as problem	a) history of activity
_____(2)	"awakening Mexican American"	b) society as problem
_____(3)	heroes and success stories	c) the Chicano people

II. Label each of the questions below as either promoting the "society as problem" viewpoint or the "group as problem" viewpoint. (Circle the correct label.)

society group (4) Why aren't Mexican American children achievement oriented?

society group (5) Why don't Mexican Americans adapt to U.S. society like other groups have?

society group (6) What aspects of society create problems for Mexican Americans?

society group (7) What facets of our economic system lead to low income for Mexican Americans?

III. Label each of the following questions as being asked from either the "siesta is over" or "Mexican American activity" viewpoint. (Circle the correct label.)

siesta activity (8) Why is it only recently that Mexican Americans have begun the Chicano Movement? Why didn't they begin it long ago?

siesta activity (9) Why have Mexican Americans put up with being exploited for so long?

siesta activity (10) What have Mexican Americans done to fight discrimination?

_____(11) IV. The study of Mexican and Mexican American heroes:

a) leads to an understanding of all Mexicans and Mexican Americans
b) is a waste of time because the lives of heroes aren't like the lives of other people
c) is only a part of a greater experience which should be studied from many aspects

This column provides answers for the evaluation instrument on the following page.

Part Three

Answer Key and Page References

(see Manual No. 7, **Teaching the Mexican American Experience**)

1. b
p. 9

2. a
p. 9

3. a
p. 10

4. c
p. 9

5. c
p. 10

TEACHING THE MEXICAN AMERICAN EXPERIENCE

Part Three

_____ (1) The most valuable resources for understanding the Mexican American experience that a teacher has within the classroom are:

a) movies and filmstrips
b) Mexican American students
c) literary works by Mexican American authors

_____ (2) Mexican American people of a local community are:

a) one of the richest resources for studying the Mexican American experience
b) not very useful as resources because they are not "representative" of a broad cross-section of Mexican Americans
c) not very useful as resources because they are unwilling to relate their experiences to other people

_____ (3) Students should try to "participate in the Mexican American experience" so they can:

a) better understand the Mexican American people
b) learn Spanish
c) teach English as a Second Language to Mexican Americans

_____ (4) For **non**-Chicano students, Mexican American family biographies, field trips to local Chicano communities, and classroom interviews:

a) should not be assigned
b) would not be very relevant
c) should bring new perspectives on the American past

_____ (5) Strategies for studying the different types of Chicano experience:

a) are unrelated to studying other groups
b) are suitable only for Chicano students
c) can be adapted to the study of other groups

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